

PROPOSED REVISION

Visual Arts Standards of Learning

for
Virginia
Public Schools



Board of Education
Commonwealth of Virginia

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Introduction

The Visual Arts Standards of Learning identify the essential ~~content~~ knowledge and skills required in the visual arts curriculum for each grade level or course in Virginia's public schools. ~~The Standards are identified for kindergarten through grade eight and for four core high school courses~~ outline the minimum criteria for a sequential course of study within a comprehensive visual arts education program. The standards are designed to be cumulative, progressing in complexity by grade level from kindergarten through the sequence of high school courses.

Throughout visual arts education, course content is organized into four specific content strands or topics: Visual Communication and Production; ~~Cultural Context and Art History~~ and Cultural Context; ~~Judgment Analysis, Evaluation, and Criticism~~ Analysis, Evaluation, and Criticism; and Aesthetics. ~~Although the strands are presented separately for organizational purposes, in practice they are integrated throughout visual arts instruction, regardless of the particular learning experience. It is through the mastery of visual arts concepts and acquisition of the concepts, content, and visual arts skills that the goals for visual arts education can be realized.~~ A comprehensive visual arts education program provides students with multiple means of expression as well as ~~with~~ analytical skills to evaluate information that is conveyed ~~by~~ through images and symbols. Through participation in the visual arts, students develop critical-thinking skills and draw upon core academic areas to solve problems of creation, design, and execution. They develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifetime of engagement with the arts.

The standards are ~~not~~ intended neither to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers are encouraged to go beyond these standards and select instructional strategies and assessment methods appropriate for their students. Teachers ~~will~~ are expected to consistently model appropriate use of copyrighted and royalty-protected materials.

Goals

The content of the Visual Arts Standards of Learning is intended to support the following goals for students:

- Acquire the technical and artistic knowledge and skills necessary for creative, expressive, and artistic production.
- Select and use art media, subject matter, and symbols for expression and communication.
- Solve visual arts problems with originality, flexibility, fluency, and imagination.
- Develop understanding of the relationship of the visual arts to history, culture, and other fields of knowledge.
- Use materials, methods, information, and technology in a safe and ~~ethical~~ healthy manner.
- Demonstrate understanding of ~~and apply~~ the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) and the ways they are used in ~~the visual arts~~ artistic production.
- ~~Solve visual arts problems with originality, flexibility, fluency, and imagination.~~
- ~~Develop understanding of the relationship of the visual arts to history, culture, and other fields of knowledge.~~
- ~~Use materials, methods, information, and technology in a safe and ethical manner.~~
- Interpret, reflect ~~upon~~, and evaluate the characteristics, purposes, and merits of ~~their~~ personal work and the work of others.
- Identify, analyze, and apply criteria for making visual aesthetic judgments of ~~their~~ personal work and the work of others.

- Develop aesthetic awareness and a personal philosophy regarding the nature of, meanings in, and values in the visual arts.
- Develop understanding and appreciation of the roles, opportunities, and careers in the visual arts and related areas.
- ~~Develop awareness of ethical practices, to include following~~ copyright and royalty requirements when exhibiting art, producing art, or ~~otherwise~~ using the works of others.
- Nurture a lifelong appreciation for visual arts as an integral component of an educated, cultured society.

Strands

Visual Communication and Production

Students will use the art-making process to develop and communicate ideas by creating, images, and themes in works of art. They will develop fluency in visual communication, oral, as well as verbal and written communication, using art vocabulary and concepts. Through art production, students will express ideas and feelings meaning and values in two-dimensional and three-dimensional art forms and gain respect for their own work and the work of others. Students ~~also~~ will demonstrate safe and ethical practices ~~in the use of~~ when using art materials, tools, techniques, and processes.

~~Cultural Context and Art History~~ and Cultural Context

By investigating works of art from different times and places, ~~Students will develop an understanding of the visual that arts in relation to history and cultures shape and reflect each other by investigating works of art from different times and places.~~ Through the study of works of art and the people who ~~produced~~ created them, students will ~~learn to~~ understand the role ~~the~~ of visual arts ~~play~~ in communicating ~~historical and diverse~~ cultural beliefs and ideas.

Judgment Analysis, Evaluation, and Criticism

Students will examine works of art and make informed judgments about them based on established visual arts criteria. Through the understanding of visual arts ~~principles~~ concepts and processes, ~~they~~ students will be able to use a variety of strategies to analyze the visual qualities and interpret the meanings of works of art. They will also employ critical evaluation skills in ~~the production of~~ creating and exhibiting their works of art.

Aesthetics

Students will analyze and reflect on ~~and analyze~~ their personal responses to the expressive and communicative qualities of works of art. They will understand that their personal backgrounds, knowledge, and experiences influence their perceptions of works of art. Through the examination of issues related to the visual arts, students will draw conclusions and reflect on the nature, meaning, and value of art, based on their dual roles as both creators and viewers of art. They will learn to recognize the difference between personal opinion and informed judgment when reflecting on, discussing, and responding to visual imagery.

Safety

~~Safety must be given the highest priority in implementing the Visual Arts Standards of Learning instructional program; teachers must teach and~~ Students must understand the rationale for safe practices and guidelines. ~~They and~~ must demonstrate appropriate classroom safety techniques, including the ~~and~~ safe use of materials, equipment, tools, and art spaces ~~safely~~ while working individually and in groups. Teachers are responsible for ensuring that students know why some materials and practices are unsafe.

~~Safety must be given the highest priority in implementing the K–12 instructional program for visual arts.~~ Correct and safe techniques, as well as the wise selection of resources, materials, and equipment appropriate ~~to~~ for the students' age levels, must be carefully considered with regard to the safety precautions needed for every instructional activity. Safe visual arts classrooms require thorough planning, careful management, and constant monitoring ~~of student during art-making~~ activities. Class enrollments should not exceed the designated capacity of the room.

Prior to using ~~them~~ hazardous art materials in an instructional activity, teachers must be knowledgeable about their properties, use, storage, and proper disposal ~~of all art materials that may be judged as hazardous~~. Art materials containing toxic substances that can cause acute or chronic health effects are prohibited from use with students in pre-kindergarten through grade six, or up to twelve years of age. All hazardous art materials are required to have been tested by the manufacturer and to exhibit the safety labeling "Conforms to ASTM D-4236," "Conforms to ASTM Practice D-4236," or "Conforms to the health requirements of ASTM D-4236."

Toxic materials can enter the body in three different ways: inhalation, ingestion, or absorption through the skin. If toxic material does enter a child's body, it can result in an allergic reaction, acute illness, chronic illness, cancer, or death. Toxic materials can be more harmful to children than to adults for several reasons. Since children are smaller than adults, any given amount of a toxic material in a child's body is more concentrated than in an adult's body. Since children are still growing and developing, their bodies more readily absorb toxic materials, which can result in more damage than in adults. Children are also at higher risk because of their behavior: they may not understand why it is important to be careful when using harmful materials, and, for example, they may put things in their mouths or swallow them without regard for the consequences.

While no comprehensive list exists to cover all situations, the following guidelines from The Center for Safety in the Arts should be ~~reviewed~~ followed to avoid potential safety problems:

1. Avoid certain art supplies for students in pre-kindergarten through grade six, or up to twelve years of age. The general rules are as follows:
 - No dust or powders;
 - No chemical solvents or solvent-containing products;
 - No aerosol sprays, air brush paints, or other propellants;
 - No acids, alkalis, bleaches, or other corrosive chemicals;
 - No donated or found materials, unless ingredients are known;
 - No old materials, as they may be more toxic and have inadequate labeling; and
 - No lead, metals, or cadmium products, as found in paints, glazes, metal work, and stained glass.
 When feasible, substitution of nontoxic materials for hazardous materials should be made a priority with students over twelve years of age.

2. High-risk students, ~~who~~ are at greater than usual risk from toxic materials, ~~and they~~ must be treated with special care and attention when using potentially harmful art supplies. High-risk students include those who have visual or hearing problems, physical disabilities, or asthma; take medication; or are emotionally disturbed.
3. Make sure products are adequately labeled. Do not use any product that does not have a label or has a label that gives inadequate information. In general, the more the label describes the product, the easier it will be to use safely. The label should state how the product is to be used. It should also state what to do in case of an accident. Even if the label says “nontoxic,” do not assume that ~~it~~ the product is completely safe. Art materials must contain one of the three ASTM D-4236 labels listed above for assurance that they are safe ~~products to use~~. If containers are changed, be sure to label the new container.
4. Purchase hazardous products in small containers, because the smaller the amount of a product, the less potential there is for exposure to it. Also, larger amounts often are not quickly depleted, and leftover products need to be properly stored. Accidental poisonings may occur when stored products are left unattended. If such an accident should occur, call the local poison control center immediately.

Art educators are responsible for the art materials they order and supply to students and for the safe use of those materials. Numerous safe art materials are available for use in place of materials identified as being toxic. ~~Keep in mind that art materials containing toxic substances, which can cause acute or chronic health effects, are prohibited from use with students up to twelve years of age. Teachers of students twelve years of age or older should also avoid the use of toxic hazardous art materials.~~ Only art materials manufactured and labeled for use in the production of art projects and activities should be used in the execution of art projects within the classroom.

Exhibiting Student Art

Students at all grade levels should have opportunities to exhibit their ~~artwork~~ works of art throughout the school year in different contexts and venues and for various purposes. Exhibiting their ~~own~~ art is particularly beneficial to students when they participate directly in the exhibition process.

The exhibition process has the following five phases:

- Theme development and selection criteria;
- Exhibition design (physical design, artists’ statements, signage);
- Exhibition installation;
- Publicity (e.g., announcements, invitations, reviews); ~~and~~
- Event (assessment and reflection);

Simple displays may focus on just one or two of these phases, but as students gain experience, their exhibitions can become more complex and sophisticated. The exhibition process encompasses many skills, concepts, and abilities that reflect aesthetic, critical, contextual, and technical decisions that directly complement the comprehensive visual arts education curriculum.

Kindergarten Visual Arts

The standards for ~~K~~Kindergarten Visual Arts serve as ~~building blocks~~ the foundation for further visual arts instruction. The standards place emphasis on cognitive, affective, sensory, and motor development, using a problem-solving approach. Students ~~will~~ learn that art is a means for personal expression, has value, teaches about other times and places, and connects in important ways to other areas of learning. Students ~~will come to~~ understand that their works of art are unique and valuable as forms of self-expressions.

Visual Communication and Production

- K.1 The student will create works of art that represent personal ~~solutions~~ responses to art ~~making~~ problems.
- K.2 The student will create works of art that express ~~ideas and feelings and ideas through the creation of works of art.~~
- K.93 The student will ~~describe the~~ follow a sequence of steps used in ~~the making of a~~ creating works of art.
- K.4 The student will create ~~a~~ works of art that commemorates ~~a~~ personal or ~~historical~~ community events.
- K.5 The student will create ~~a~~ works of art that ~~depicts a specific animal or plant~~ connect to everyday life.
- K.6 The student will create ~~a self-portrait~~ works of art that include the human figure as subject matter.
- K.37 The student will identify and use the following in works of art:
1. ~~e~~Colors—red, blue, yellow, green, orange, violet, brown, black, ~~and~~ white;
 32. ~~H~~Line and line characteristics—straight/curved, thick/thin, long/short, ~~vertical/horizontal, and diagonal up/down/across;~~
 43. ~~s~~Shape—circle, square, triangle, rectangle, ~~and~~ oval; ~~and~~
 24. ~~t~~Textures—~~sight and touch~~ visual, tactile;
 5. ~~p~~Patterns—occurring naturally, and man-made by people.
- K.78 The student will ~~identify~~ recognize that objects ~~within the environment that~~ occupy space.
- K.89 The student will identify spatial relationships—left, right, top, bottom, side, center, front, back, over, and under.
- K.10 The student will create drawings from observation.
- K.4011 The student will use motor skills (e.g., pinching, pulling, squeezing, twisting, pounding, rolling, folding, cutting, modeling, stamping) to create two-dimensional and three-dimensional works of art.

Cultural Context and Art History and Cultural Context

K.4.12 The student will identify people who make art as “artists” (e.g., ~~painters, sculptors, printmakers, architects, graphic designers~~).”

K.4.13 The student will identify the purposes for creating works of art.

K.4.14 The student will ~~discuss~~ describe the concept that people in all cultures create works of art.

Judgment Analysis, Evaluation, and Criticism

K.4.15 The student will describe and respond to works of art.

K.4.16 The student will classify objects in the environment by ~~using art vocabulary~~ their visual qualities (e.g., color, texture, line, shape, pattern).

Aesthetics

K.16 ~~The student will discuss and explain ideas and expressions in personal works of art.~~

K.17 The student will select a preferred work of art ~~from among others~~ and explain why it was chosen.

K.18 The student will ~~discuss thoughts~~ describe ideas, experiences, and feelings expressed in personal and other works of art.

Grade One Visual Arts

The standards for ~~Grade One~~ Visual Arts continue to emphasize that the visual arts are about ideas. Development continues in cognitive, ~~sensory~~, affective, ~~sensory~~, and motor domains. The standards continue to emphasize the language of art. Art production focuses on increased communication, self-expression, and the depiction of stories and events. Students ~~will~~ learn that people have different responses to ~~the visual~~ works of arts.

Visual Communication and Production

- 1.1 The student will ~~recognize and discuss various~~ examine a variety of solutions to ~~a single art~~ art-making problems.
- 1.2 The student will describe steps used in the creation of works of art.
- 1.23 The student will use the senses of sight, touch, and hearing as inspirations for works of art.
- 1.4 The student will create works of art inspired by stories, ~~or~~ poems, ideas, and themes.
- 1.5 The student will create art from real and imaginary sources of inspiration.
- 1.6 The student will ~~use~~ depict personal experiences ~~and simulated situations as subject matter~~ in works of art.
- 1.37 The student will identify and use the following in works of art:
 1. ~~primary~~ Colors—red, blue, and yellow ~~primary~~;
 2. ~~Line and line variations—zigzag, dotted, wavy, and spiral~~;
 3. ~~texture—visual and tactile~~;
 4. ~~Shape—geometric and organic~~;
 5. ~~Patterns—alternating and repeating~~;
- 1.8 The student will arrange shapes in space within the picture plane.
- 1.9 The student will identify and use figure-ground relationships in works of art.
- 1.710 The student will demonstrate the ~~ability to recognize~~ use of size relationships in works of art.
- 1.8 ~~The student will develop eye/hand coordination by drawing and constructing.~~
- 1.911 The student will create observational and depict plants, animals, and drawings of people in a landscape work of art and objects in the environment.
- 1.4012 The student will use motor skills ~~to~~ (e.g., cutting, modeling, molding, ~~weave~~, tearing, weaving) and otherwise manipulate art materials to create two- and three-dimensional works of art.

Cultural Context and Art History and Cultural Context

- 1.4213 The student will ~~recognize and~~ describe how art is an integral part of one's ~~own~~ culture.

~~1.13~~ The student will identify and describe works of art that communicate feelings, ideas, and information.

1.14 The student will identify American cultural symbols and events depicted in art.

~~1.14~~15 The student will describe and discuss similarities and differences ~~between~~ among various careers in the visual arts.

~~Judgment~~Analysis, Evaluation, and Criticism

~~1.17~~16 The student will describe and discuss the visual qualities and content of works of art, ~~using an art vocabulary.~~

~~1.16~~17 The student will ~~view works of art and~~ describe similarities and differences ~~between them~~ among works of art.

~~1.15~~18 The student will ~~discuss~~ explain why viewers may have different responses to works of art.

Aesthetics

~~1.20~~19 The student will describe and discuss how feelings, ideas, and emotions are communicated in works of art.

~~1.18~~20 The student will ~~discuss the reasons~~ explain why works of art have value.

~~1.19~~21 The student will express a point of view regarding what art is and what purposes ~~art~~ it serves.

Grade Two Visual Arts

The standards for ~~g~~Grade ~~t~~Two Visual Arts focus on the acquisition of a reservoir of ideas for art making. Students ~~will~~ acquire ideas from their own experiences, their school, their communities, the environment, and the art of other cultures. Students ~~will~~ express these ideas, using an increasing variety of art materials, skills, techniques, and processes.

Visual Communication and Production

- 2.1 The student will ~~investigate~~ generate a variety of solutions to ~~a single visual arts-making~~ problems.
- 2.2 The student will incorporate unanticipated results of art making into works of art.
- ~~2.3~~ The student will depict imaginary experiences in works of art.
- ~~2.34~~ The student will ~~use create literary sources to generate ideas for~~ works of art inspired by a variety of concepts, themes, and literary sources.
- 2.45 The student will identify and use the following in works of art:
 - 1. ~~secondary c~~Colors—~~orange, violet, and green~~secondary;
 - ~~32. three-dimensional f~~Forms—three-dimensional (cube, cylinder, sphere, pyramid, ~~and~~ cone);
 - ~~and~~
 - 3. Line—vertical, horizontal, diagonal
 - ~~24. s~~Shapes—geometric ~~and~~ organic;
 - ~~45. p~~Pattern—complex, alternating, and repeating.
- ~~2.5~~ ~~The student will use environmental themes and historical events as inspiration for works of art.~~
- ~~2.6~~ The student will use foreground and background in works of art.
- 2.7 The student will depict objects ~~in~~ according to size and proportion within ~~a~~ works of art.
- ~~2.8~~ ~~The student will collaborate with others to create a work of art.~~
- ~~2.8~~ The student will use observational drawing in preparation for creating works of art.
- ~~2.9~~ ~~The student will identify and use a variety of sources for art ideas, including nature, people, images, imagination, and resource materials.~~
- ~~2.69~~ The student will create ~~a~~ works of art from observation.
- 2.10 The student will create ~~a~~ three-dimensional works of art, using a variety of materials to include clay.
- ~~2.11~~ ~~The student will create a work of art by manipulating clay.~~

~~Cultural Context and Art History~~ and Cultural Context

- ~~2.14~~11 The student will identify symbols from various cultures.

- 2.4512 The student will identify works of art and elements of architecture from other cultures, including ~~Ancient Egypt, Ancient China, and American Indians (First Americans).~~
- 2.13 The student will compare ~~the~~ works of art, artifacts, and elements of architecture, and artifacts of other cultures with ~~that those~~ of their ~~own~~ culture.
- 2.4214 The student will recognize ~~the~~ careers related to the art media ~~they have studied~~ used in instruction.

JudgmentAnalysis, Evaluation, and Criticismque

- 2.4715 The student will categorize works of art by subject matter, including the genres of portrait, landscape, and still life.
- 2.16 The student will express opinions with supporting statements regarding works of art.
- 2.18 ~~The student will distinguish between natural objects and objects made by man in the environment.~~
- 2.4917 The student will interpret ideas and feelings expressed in personal and others' works of art.

Aesthetics

- 2.18 The student will distinguish between ~~natural~~ objects that occur naturally and objects made by ~~man in the environment~~ people.
- 2.2019 The student will ~~discuss local~~ identify public art and its value to the community.
- 2.2420 The student will describe the meanings communicated and feelings evoked by works of art.
- 2.2221 The student will ~~discuss the~~ explain ways that the art of a culture reflects its people's attitudes and beliefs.

Grade Three Visual Arts

The standards for ~~g~~Grade ~~t~~Three Visual Arts emphasize learning through inquiry. Students ~~will~~ examine aspects of the artistic process: idea generation, problem solving, and self-assessment. Students ~~will~~ investigate the integral role of art and architecture within ~~ancient~~ various cultures, and they ~~will~~ combine knowledge of ~~ancient~~ art and architecture, effective artistic processes and skills, and a variety of ideas to produce works of art.

Visual Communication and Production

- 3.1 The student will identify innovative solutions used by artists to solve ~~visual art-making~~ problems.
- 3.2 The student will describe and use steps of the art-making process, including brainstorming, preliminary sketching, and planning, to create works of art.
- 3.23 The student will ~~use various art processes and techniques to produce works of art that demonstrate~~ identify craftsmanship in works of art.
- 3.4 The student will use imaginative and expressive strategies to create works of art.
- 3.35 The student will develop ~~art ideas from~~ inspired by a variety of sources, including print, nonprint, and ~~technology~~ contemporary media, for incorporation into works of art.
- 3.406 The student will ~~produce a~~ create works of art that communicates ideas, themes, and feelings.
- 3.47 The student will identify and use the following in works of art:
 1. ~~intermediate e~~Colors; intermediate, warm, cool
 2. ~~warm and cool colors;~~
 3. ~~Space—positive and, negative space;~~
 4. ~~b~~Balance—symmetry and, asymmetry, radial;
 6. ~~e~~Contrast;
 5. ~~p~~Pattern—extend the sequential structure, using motifs; and
- 3.58 The student will ~~compare, contrast, and~~ use organic and geometric shapes in ~~works of art~~ observational drawing.
- 3.6 The student will create a functional object that reflects the contributions of Greco-Roman civilizations, as found in artifacts.
- 3.7 The student will create the illusion of depth on a two-dimensional surface, using overlapping, size variation, and placement in the picture plane.
- 3.89 The student will identify and use foreground, middle ground, and background in two-dimensional works of art.
- 3.9 The student will identify and use architectural forms (e.g., cube, cylinder, sphere, pyramid, cone).

- ~~3.4410~~ The student will ~~create a work of art in~~ use subtractive and additive processes in various media, including clay, ~~using the coil building process to create sculptures.~~

Cultural Context and Art History and Cultural Context

- ~~3.4711~~ The student will identify how works of art and craft reflect times, places, and cultures.
- ~~3.4412~~ The student will identify distinguishing characteristics of genres of art, including landscape, seascape, and cityscape.
- ~~3.13~~ The student will ~~discuss~~ identify how history, culture, and the visual arts influence each other.
- ~~3.14~~ The student will identify common attributes of works of art created by artists within a culture.
- ~~3.15~~ The student will examine the relationship between form and function in the artifacts of a culture.
- ~~3.4516~~ The student will compare and contrast art and architectural ~~styles of ancient~~ from other cultures, ~~including Greece and Rome.~~
- ~~3.4217~~ The student will ~~identify and discuss~~ common characteristics ~~in~~ of various art careers ~~(e.g., painter, sculptor, illustrator, visual art teacher).~~
- ~~3.16~~ — The student will ~~identify and examine~~ objects of the early West African empire of Mali.
- ~~3.18~~ — The student will ~~explain the role of archaeology in learning about the art of past cultures.~~

Judgment Analysis, Evaluation, and Criticism

- ~~3.2218~~ The student will analyze and interpret works of art by subject matter, including portrait, landscape, still life, and narrative works of art.
- ~~3.2419~~ The student will analyze personal works of art ~~for the use of,~~ using elements of art and principles of design.
- ~~1. — rhythm;~~
 - ~~2. — balance — symmetry and asymmetry; and~~
 - ~~3. — spatial relationships — overlapping, size, proportion, and placement.~~
- ~~3.2320~~ The student will express informed judgments about works of art.
- ~~3.19~~ — The student will ~~examine and discuss why~~ works of art have been interpreted in different ways ~~throughout history.~~
- ~~3.20~~ — The student will ~~describe the problem-solving process involved in producing personal works of art, using appropriate art vocabulary.~~
- ~~3.21~~ — The student will ~~discuss the difference between art and other types of objects, using appropriate art vocabulary.~~

Aesthetics

- 3.21 The student will describe the difference between art and non-art objects.
- ~~3.25~~ The student will examine the relationship between form and function in the artifacts of a culture.
- ~~3.26~~ The student will identify common attributes in works of art produced by artists within one culture.
- ~~3.27~~22 The student will determine reasons why art has quality and value.
- ~~3.28~~23 The student will develop and describe personal reasons for valuing works of art.

Grade Four Visual Arts

The standards for ~~g~~Grade ~~f~~Four Visual Arts continue to emphasize the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) as the basic building blocks for art appreciation and production. Students ~~will~~ explore a range of materials ~~and~~, subject matter, ~~and~~ ideas in their personal works of art. ~~Emphasis is on the importance of historic events and environment in Virginia from colonial times to the present. Students will~~ examine the influence of art of the past on contemporary culture.

Visual Communication and Production

- 4.1 The student will ~~research and~~ use steps of the art-making process, including brainstorming, preliminary sketching, planning, and reflecting, to generate ideas for creating and create works of art, ~~using discussion.~~
- 4.2 ~~The student will use thumbnail sketches to document thought processes when creating works of art.~~
- 4.2 The student will demonstrate craftsmanship in personal works of art.
- 4.3 The student will use imaginative and expressive imagery to create works of art.
- 4.34 The student will create ~~a~~ works of art that ~~uses themes, connect~~ ideas, ~~and~~ art forms ~~from the past, or~~ cultural themes to personal experiences.
- 4.45 The student will ~~identify and use the characteristics of color, including hue, tint, shade, and intensity, use the following to express meaning in works of art:~~
1. Color—hue, tint, shade, intensity
 2. Texture—actual, implied
 3. Value—shading
 4. Pattern—repetition to imply movement
 5. Variety—to create interest
- 4.6 The student will ~~identify and use a variety of~~ analyze how lines choices affect the intent of in a work of art and make selections accordingly.
- 4.57 The student will ~~identify and use variety, repetition, and~~ make artistic choices to create compositional unity in ~~a~~ works of art.
- 4.98 The student will ~~use contour drawing, perspective drawing, and shading techniques to create a work of art that depicts a three-dimensional object create the illusion of depth on a two-dimensional surface, using overlapping, size variation, and placement on the picture plane.~~
- 4.9 The student will use contour drawing and shading techniques to create observational drawings.
- 4.710 The student will describe and use hand-building techniques, ~~including the slab method,~~ to make a ceramic work of art.
- 4.8 ~~The student will identify positive and negative space in works of art.~~

~~4.10 The student will create abstract works of art.~~

4.11 The student will use craft techniques in works of art.

Cultural Context and Art History and Cultural Context

~~4.15~~12 The student will ~~examine~~ describe the roles of crafts and artisans in ~~Colonial Virginia~~ various cultures.

~~4.16~~13 The student will ~~investigate~~ describe artists and their work, ~~using research tools and procedures.~~

~~4.13~~14 The student will ~~recognize~~, compare, and contrast ~~the~~ characteristics of diverse cultures depicted in contemporary works of art.

~~4.11~~15 The student will identify ~~and discuss~~ a variety of artists and art careers ~~(e.g., potter, weaver, glassmaker, jeweler, local community artist).~~

~~4.12 The student will compare and contrast abstract and realistic works of art.~~

~~4.14 The student will identify and describe the influences of ancient cultures on Early American architecture.~~

Judgment Analysis, Evaluation, and Criticism

~~4.20~~16 The student will identify ~~and investigate~~ ways that works of art from popular culture reflect the past and influence the present.

~~4.19~~17 The student will compare and contrast abstract, representational, and nonrepresentational works of art.

~~4.18~~18 The student will analyze works of art based on visual properties and contextual information.

~~4.17~~19 The student will interpret works of art for multiple meanings.

~~4.21 The student will support the selection of a work of art, using appropriate art vocabulary.~~

~~4.22 The student will compare and contrast works of art by genre.~~

Aesthetics

~~4.24~~20 The student will ~~discuss~~ describe how personal beliefs influence responses to works of art.

~~4.25~~21 The student will formulate questions about aesthetic aspects of works of art.

~~4.23~~22 The student will ~~discuss~~ explain how criteria used to assess the value of art may vary from one culture to another.

~~4.26~~23 The student will ~~select a~~ explain preferences for works of art ~~from among others and defend the choice, using appropriate art vocabulary by responding to aesthetic questions.~~

Grade Five Visual Arts

The standards for ~~g~~Grade ~~f~~Five Visual Arts enable students to use their knowledge and skills to synthesize information, thus allowing them to produce and respond to works of art. Emphasis is on communication of personal values and beliefs in art appreciation and production. ~~Study relates to art produced by cultures from Pre-Columbian times to 1877.~~ Students will gain fluency in using and understanding the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) as they relate to artistic expression and communication.

Visual Communication and Production

- 5.61 The student will ~~develop ideas for works of art by use~~ steps of the art-making process, including brainstorming, conducting research, and making preliminary sketching, planning, reflecting, and refining, to synthesize ideas for and create works of art.
- 5.1 The student will ~~synthesize information to produce~~ works of art.
- 5.2 The student will ~~use the primary colors and black and white to mix a variety of hues, tints, and shades to create a work of art.~~
- 5.2 The student will execute and complete works of art with attention to detail and craftsmanship.
- 5.423 The student will express personal ideas, images, and themes through artistic choices of media, techniques, and subject matter.
- 5.4 The student will identify and apply ethical decisions in art making.
- 5.35 The student will ~~use the elements of art—line, shape, form, color, value, texture, and space—to express ideas, images, and emotions, following to express meaning in works of art:~~
1. Color—student-mixed hues, tints, shades, tones
 2. Form—convex, concave, positive, negative
 3. Texture—surface embellishment
 4. Value—gradation to create the illusion of depth on a two-dimensional surface
 5. Balance—formal, informal
 6. Pattern—repetition to create rhythm
- 5.406 The student will ~~use linear atmospheric perspective in a~~ works of art.
- 5.447 The student will use size and proportion to emphasize spatial relationships in works of art.
- 5.8 The student will draw the human figure in proportion from observation.
- 5.4 The student will ~~create repeating patterns, using translation (slide), reflection (flip), and rotation (turn).~~
- 5.5 The student will ~~use the principles of design, including proportion, rhythm, balance, emphasis, variety, contrast, and unity, to express ideas and create images.~~
- 5.439 The student will ~~use technology contemporary media to produce a~~ create works of art.

- 5.1410 The student will ~~use three-dimensional art media to create a sculpture in the round, high relief, or bas-relief, using three-dimensional media, including clay.~~
- 5.11 The student will combine various craft techniques in works of art.
- 5.7 The student will collaborate with others to produce a work of art that characterizes a historical time period.
- 5.8 The student will defend a position regarding a historical or contemporary issue through the production of a work of art.
- 5.9 The student will demonstrate an understanding of symbolic meanings by incorporating symbols in a work of art.
- 5.15 The student will describe the changes that occur in clay, including plastic, leatherhard, greenware, bisque, and glazeware, during the ceramic process.
- 5.16 The student will produce fiber art that reflects the qualities of the fiber art of another age, culture, or country.

Cultural Context and Art History and Cultural Context

- 5.1912 The student will ~~identify~~ examine the influences of historic events, ~~subject matter, and media in~~ on works of art.
- 5.2013 The student will ~~research~~ describe similarities and differences among art and artists from a variety of cultures ~~and the works of art they have produced.~~
- 5.1814 The student will compare and contrast contemporary and historical works of art and, including architecture.
- 5.15 The student will describe how artists contribute to society.
- 5.1716 The student will describe ~~and discuss~~ various commercial art careers (~~e.g., product designer, fashion designer, graphic artist, photographer~~).
- 5.21 The student will identify and discuss how American historical events influenced works of art, ~~with emphases on westward expansion and the Civil War.~~
- 5.22 The student will ~~research, compare, and contrast the art of two cultures, using contemporary technology.~~

Judgment Analysis, Evaluation, and Criticism

- 5.2517 The student will compare and contrast natural and constructed environments.
- 5.2618 The student will analyze and interpret works of art based on visual properties and ~~historical~~ context.
- 5.2419 The student will ~~discuss~~ analyze an artist's point of view based on ~~evidence from written sources~~ contextual information.

~~5.27~~20 The student will ~~apply~~ use specific criteria to ~~assess~~ evaluate a finished product.

~~5.23~~ The student will ~~compare and contrast art from various cultures and periods, including Pre-Columbian, African American, Colonial American, and European, using appropriate art vocabulary.~~

Aesthetics

~~5.28~~ The student will ~~discuss the role of art and artists in society.~~

~~5.29~~21 The student will ~~discuss~~ describe how criteria used to assess the value of art ~~within a culture~~ may vary over time.

~~5.31~~22 The student will ~~articulate reasons for establishing~~ select a preference ~~red among~~ works of art; ~~using appropriate art vocabulary and defend the selection.~~

~~5.30~~23 The student will ~~describe a valued~~ compare and contrast objects ~~within present-day culture~~ in terms of aesthetic preferences.

~~5.24~~ The student will reflect on and describe the nature of art.

Grade Six Visual Arts

The standards for ~~g~~Grade ~~s~~Six Visual Arts emphasize exploration of studio processes. Using the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) as a framework, students ~~will~~ investigate a variety of ~~experiences and concepts~~ ideas for creating art. ~~Students will explore various two-dimensional and three-dimensional art media, using a variety of expressive and technical approaches.~~ Students ~~will understand the factors that distinguish artistic styles and that clarify the role of art in American culture.~~ Through critical ~~examination~~ analysis and evaluation, students ~~will~~ determine how artists convey meaning through the use of forms, media, and symbols. ~~Students will test and develop their own ideas regarding the nature of art and will encounter philosophical and ethical questions. Upon the successful completion of the visual arts standards for grade six, students will possess the skills that will allow them to evaluate the effects of various influences on the discipline of the visual arts.~~

Visual Communication and Production

- ~~6.1~~ — The student ~~will solve design problems, using color relationships selected from the color wheel.~~
- ~~6.1~~ The student will use, and record in a sketchbook/journal, steps of the art-making process, including brainstorming, preliminary sketching, planning, reflecting, refining, and elaborating, to create works of art.
- ~~6.2~~ The student will exercise increasing skill and control in the use of media and techniques.
- ~~6.3~~ The student will communicate personal ideas, experiences, and narratives through the creation of works of art, using a variety of media.
- ~~6.4~~ — The student ~~will depict the proportional relationships among the parts of the human body or among other objects.~~
- ~~6.4~~ The student will examine and apply ethical decisions in art making.
- ~~6.5~~ — The student ~~will use visual memory skills to produce a work of art.~~
- ~~6.25~~ The student ~~will use the elements of art and principles of design, including the following, to express ideas and create images, meaning in works of art:~~
 - 1. Color—relationships
 - 2. Line—variation, implied
 - 3. Texture—visual, tactile
 - 4. Value—gradation
 - 5. Proportion—realistic, distorted
- ~~6.6~~ — The student ~~will use appropriate art media and techniques to create both visual and tactile textures in works of art.~~
- ~~6.36~~ The student ~~will use one-point~~ a variety of perspective techniques ~~to create the illusion of depth in a two-dimensional drawing space in works of art.~~
- ~~6.7~~ — The student ~~will use chiaroscuro to create the illusion of form in a work of art.~~

- 6.7 ~~The student will apply a variety of techniques (e.g., gesture, continuous line) in observational drawings.~~
- 6.8 ~~The student will produce a kinetic work of art.~~
- 6.8 ~~The student will use modeling, assembling, or carving to create three-dimensional works of art.~~
- 6.9 ~~The student will utilize fantasy as a means of expression in works of art.~~
- 6.10 ~~The student will use computer graphics and computer-generated text to create original works of art.~~

Cultural Context and Art History and Cultural Context

- 6.429 ~~The student will identify the components of an artist's style, including materials, design, technique, and subject matter, and purpose.~~
- 6.10 ~~The student will examine the role of crafts in society.~~
- 6.4411 ~~The student will identify how describe ways artists contribute to society through their work.~~
- 6.4412 ~~The student will describe and discuss explain various types of collaborative art careers (e.g., architect, motion picture producer, animator, Web page designer, interior designer).~~
- 6.13 ~~The student will identify major art movements in American culture from 1877 to the present, with emphasis on relating these movements to changes in science and technology.~~

JudgmentAnalysis, Evaluation, and Criticismque

- 6.4913 ~~The student will identify explain the relationship between art-making processes and final solutions finished products.~~
- 6.4714 ~~The student will demonstrate use critical inquiry skills and appropriate art vocabulary for when describing, responding to, interpreting, and evaluating works of art.~~
- ~~1. describing works of art;~~
 - ~~2. responding to works of art;~~
 - ~~3. interpreting works of art; and~~
 - ~~4. evaluating works of art.~~
- 6.15 ~~The student will discuss the ways that art can be persuasive.~~
- 6.4815 ~~The student will interpret the describe ideas and emotions expressed in works of art, using appropriate art vocabulary.~~
- 6.16 ~~The student will explain how the elements of art, the principles of design, art techniques, and art media influence meaning in works of two dimensional and three dimensional art.~~
- 6.20 ~~The student will identify and examine ethical standards in the use of~~
- ~~1. print and digital images;~~
 - ~~2. materials protected by copyright; and~~
 - ~~3. information technology.~~

Aesthetics

- ~~6.21~~ The student will respond to works of art and analyze those responses in terms of cultural and visual meaning.
- ~~6.16~~ The student will identify how visual language communicates personal meaning.
- ~~6.22~~17 The student will ~~generate philosophical~~ respond to questions ~~regarding meanings in about why artists create~~ works of art.
- ~~6.23~~18 The student will describe the manner in which the beliefs and values ~~systems~~ of a viewer may influence ~~contemplation of~~ ideas and feelings about works of art.
- ~~6.24~~19 The student will explain ~~orally and in writing~~ the means by which ~~visual~~ works of art evokes personal sensory ~~and~~, emotional, and aesthetic responses.

Grade Seven Visual Arts

The standards for ~~Grade s~~Seven Visual Arts continue to emphasize the exploration, analysis, and investigation of the creative process. ~~Students will develop technical skills that empower them to communicate ideas visually, with the focus on realistic representations of their environment. Students will acquire knowledge that permits them to identify art styles and the periods to which those styles belong. In addition, students will become aware of a variety of art careers that they may consider. Students apply the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety) to solve design problems, using traditional and contemporary art media. They will develop critical inquiry skills and expand their vocabulary as they explore the meaning of works of art, using analysis through the evaluation of subject matter, themes, and symbols. Students will develop an increased awareness of the nature of art and of their relationship to it as they explore the meaning and value of works of art.~~

Visual Communication and Production

- ~~7.1 The student will identify and use analogous, complementary, and monochromatic color relationships in works of art.~~
- ~~7.1 The student will use, and record in a sketchbook/journal, steps of the art-making process, including research, to create works of art.~~
- ~~7.2 The student will create the illusion of movement in two-dimensional and three-dimensional works of art.~~
- ~~7.2 The student will refine media techniques to demonstrate craftsmanship.~~
- ~~7.3 The student will use ideas, concepts, and prior knowledge to solve art-making problems and create works of art.~~
- ~~7.54 The student will communicate information and ideas, experiences, and narratives through illustration the creation of works of art, using traditional and contemporary media.~~
- ~~7.5 The student will explain and apply ethical decisions in art making.~~
- ~~7.36 The student will apply in two-dimensional and three-dimensional works of art the elements of art and the principles of design, including line, shape, form, color, value, texture, space, proportion, rhythm, balance, emphasis, variety, and unity the following, to express meaning in works of art:~~
- ~~1. Color—harmonious chromatic relationships~~
 - ~~2. Line—contrast, gradation~~
 - ~~3. Space—positive, negative~~
 - ~~4. Emphasis—focal point, dominance~~
 - ~~5. Proportion—actual, exaggerated~~
- ~~7.4 The student will use line variations, including directionality, width, and implied line, to create contrasting qualities in a composition.~~

- 7.67 The student will use a variety of compositional techniques, including perspective, to create the illusion of depth in two-dimensional works of art, using a variety of the following devices: space within the picture plane.
1. ~~Overlapping;~~
 2. ~~Atmospheric perspective;~~
 3. ~~Diminishing size and detail; and~~
 4. ~~Object placement in the picture plane.~~
- 7.8 ~~The student will use two-point perspective to create the illusion of depth in a two-dimensional drawing.~~
- 7.78 The student will create contour line apply a variety of techniques in observational and expressive drawings that demonstrate perceptual skill.
- 7.9 ~~The student will create two-dimensional and three-dimensional works of art, integrating the elements of art and principles of design.~~
- 7.409 The student will create three-dimensional works of art, using geometric forms various processes to include clay hand-building techniques.
- 7.11 ~~The student will create works of art by representing and interpreting ideas from other fields of knowledge.~~
- 7.12 ~~The student will use mechanical graphic arts instruments and devices to solve commercial design problems.~~
- 7.13 ~~The student will use computer design programs to create original works of art.~~
- 7.14 ~~The student will use problem-solving skills to create a work of art that communicates ideas or emotions.~~

Cultural Context and Art History and Cultural Context

- 7.4610 The student will identify styles and themes in contemporary and historical works of art.
- 7.11 The student will analyze how art and culture influence each other.
- 7.17 ~~The student will compare and contrast the characteristics of public art, including monuments.~~
- 7.4812 The student will ~~examine~~ identify the uses and impact of persuasive techniques (e.g., selection of images, design, type, media) in print and electronic contemporary media.
- 7.4513 The student will compare and contrast various visual arts careers and the methods of in relation to career preparation for them.

Judgment Analysis, Evaluation, and Criticism

- 7.4914 The student will ~~explore and~~ identify subjects, themes, and symbols as they relate to meaning in works of art.
- 7.20 ~~The student will understand the use of personal information, artist intent, cultural influences, and historical context for interpretation of works of art.~~

- ~~7.24~~15 The student will ~~identify and apply criteria for judging~~ processes of art criticism to evaluate works of art.
- ~~7.25~~16 The student will ~~identify~~ compare and contrast the processes artists use to create works of art, ~~using analysis of rough sketches, drafts, and series.~~
- ~~7.22~~ The student will identify and examine ethical and legal considerations in the use of ~~appropriated images and information.~~
- ~~7.23~~17 The student will analyze, interpret, and ~~judge~~ evaluate works of art, based on ~~biographical, historical, or personal and~~ contextual information.
- ~~7.24~~ The student will ~~compare and contrast personal experiences with the life experiences depicted in works of art from other cultures.~~

Aesthetics

- ~~7.30~~18 The student will ~~investigate~~ analyze and reflect on the purposes and meaning of art.
- ~~7.29~~19 The student will describe personal responses to ~~the~~ visual qualities of ~~a~~ works of art.
- ~~7.28~~20 The student will ~~describe~~ interpret ways that social and cultural beliefs can influence responses to works of art.
- ~~7.26~~ The student will ~~analyze and describe how factors of time and place influence visual characteristics that give meaning and value to a work of art.~~
- ~~7.27~~ The student will ~~generate questions about the nature of art and possible answers to the questions.~~

Grade Eight Visual Arts

The standards ~~in for~~ Grade Eight Visual Arts focus on the application and synthesis and application of previously learned concepts. ~~Using traditional and emerging technologies, students are able to apply and~~ more complex technical skills as ~~they~~ students manipulate the elements of art (color, form, line, shape, space, texture, value) and the principles of design (balance, contrast, emphasis, movement, pattern, proportion, rhythm, unity, variety), ~~art media, and ideas in the art-making process.~~ Students will acquire art skills that enable them to make conscious choices of media, processes, and techniques for expressive purposes in the creation of original works of art. ~~Students will produce works of art that are developed from preliminary ideas and sketches. They will compare and contrast art from different world cultures and investigate how context can influence meaning. Students will~~ They debate the purposes of art, formulate reasoned responses to meaningful art questions, develop their own criteria for making art judgments, and develop a personal aesthetic philosophy of art. ~~The acquisition of these skills enables students to develop a world view, placing the discipline of art within a broader context, and relating it to~~ Students make connections between their prior art experiences and other fields of knowledge.

Visual Communication and Production

- ~~8.1~~ — ~~The student will create works of art that emphasize specific formal color relationships.~~
- ~~8.1~~ — The student will plan for and reflect on the art-making process, using a sketchbook/journal.
- ~~8.92~~ — The student will ~~create and maintain an~~ develop and use a process art portfolio as an idea-building resource to create works of art.
- ~~8.3~~ — The student will refine personal works of art to improve quality of craftsmanship.
- ~~8.4~~ — The student will synthesize prior knowledge and experience to create works of art.
- ~~8.5~~ — ~~The student will use line to create value in a work of art.~~
- ~~8.5~~ — The student will convey points of view about contemporary issues in personal works of art.
- ~~8.6~~ — The student will communicate ideas, experiences, and narratives through the creation of original works of art, using selected media.
- ~~8.7~~ — ~~The student will identify and analyze the uses of typography in graphic arts.~~
- ~~8.407~~ — The student will ~~apply independently make~~ ethical procedures in the execution of works of decisions in art making.
- ~~8.8~~ — ~~The student will demonstrate skill in combining text and imagery, using computer technology.~~
- ~~8.28~~ — The student will ~~further expand and develop the use of the~~ select elements of art and the principles of design, including the following, to express meaning in works of art:
 - 1. Color—contrasting relationships
 - 2. Value—shading
 - 3. Proportion—scale, ratio relationships
 - 4. Unity—harmony
 - 5. Variety

- 8.39 The student will ~~use aerial perspective~~ combine a variety of compositional techniques to create the illusion of space ~~in a two-dimensional drawing within the picture plane.~~
- 8.410 The student will use observational and expressive drawing techniques to demonstrate multiple-viewpoints ~~perspective to create the illusion of depth in a two-dimensional drawing (e.g., above, below, front, back).~~
- 8.11 ~~The student will provide evidence of the critical and artistic processes used to achieve final art solutions in personal works of art by documenting preparation, rough drafts, and final solutions.~~
- 8.611 The student will create three-dimensional works of art, ~~using~~ by combining a variety of ~~themes~~ techniques and processes.

Cultural Context and Art History and Cultural Context

- 8.12 The student will describe how works of art are influenced by social, political, and economic factors.
- 8.13 ~~The student will identify and analyze art and architecture from various world cultures, periods, or civilizations by styles, symbolism, and technological impact.~~
- 8.4513 The student will compare and contrast works of art according to medium, period, style, and artist.
- 8.14 ~~The student will describe and place a variety of works in historical and cultural contexts.~~
- 8.4214 The student will identify the roles of artists ~~(e.g., graphic artists, animators, videographers, photographers, advertising artists) in mass media~~ society.

Judgment Analysis, Evaluation, and Criticism

- 8.4615 The student will analyze ~~the effect the elements of art and the principles of design have on~~ how visual organization in works of art affects the communication of ideas.
- 8.16 The student will analyze the uses and impact of persuasive techniques (e.g., selection of images, design, type, media) in print and contemporary media.
- 8.17 ~~The student will investigate and discuss the use of social, cultural, and historical context as they contribute to meaning in a work of art.~~
- 8.4817 The student will communicate how personal experiences influence critical ~~judgments about and~~ interpretations and evaluations of works of art.
- 8.4918 The student will critique ~~in oral and written form, personal work and the work of others, using~~ appropriate art vocabulary.

Aesthetics

- 8.19 The student will formulate a working definition of art.
- 8.20 The student will ~~discuss and~~ analyze ~~the~~ purposes, values, and meanings of works of art.

~~8.21 The student will formulate and respond to meaningful questions about works of art, based on observations and interpretations.~~

~~8.22~~21 The student will describe and justify personal ~~sensory~~ responses to the visual qualities of a in works of art, ~~using appropriate art vocabulary.~~

8.22 The student will formulate a definition of *aesthetics* as related to art.

Art I: Art Foundations

The ~~Art I~~ standards for Art I emphasize the development of ~~abilities~~ the ability to recognize visual arts content, concepts, and skills needed to create, discuss, and understand original works of art. ~~The standards represent a thematic approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics through which students will develop understanding and appreciation for the visual arts. Students use art-making processes to communicate ideas and personal life experiences. Students will~~ They maintain a portfolio documenting their accomplishments artistic growth. Students will They select representative work to take to the next level of study. By the time students complete Art IV, the culminating portfolio will demonstrate quality, breadth of experience, technical skill, concentration, and growth over time.

Visual Communication and Production

- AI.1 The student will maintain and use a process art portfolio (e.g., a sketchbook/journal of ideas and writings to use and working portfolio) for planning and as a resource ~~and planning tool in the art-making process.~~
- AI.2 ~~The student will select representative works of art for a portfolio.~~
- AI.2 The student will identify and use steps of the design process, including brainstorming, preliminary sketching, planning, reflecting, refining, elaborating, and researching, in creative problem solving.
- AI.3 The student will communicate ideas in works of art by identifying and using steps of an artistic process, including selecting media and incorporating elements of art and principles of design.
- AI.4 ~~The student will recognize and identify technological developments in the visual arts.~~
- AI.84 The student will ~~create works of art that represent originality, personal expression, and~~ describe and demonstrate craftsmanship (artisanship) in works of art.
- AI.5 ~~The student will demonstrate the use of technology and electronic media as artistic tools.~~
- AI.75 The student will ~~use~~ employ a variety of subject matter ~~and symbols, including cultural or social concepts,~~ to express ideas in original works of art.
- AI.6 The student will ~~produce works of art that demonstrate an understanding of~~ use a variety of traditional and contemporary media (e.g., two-dimensional and three-dimensional art media, with emphases on drawing, painting, and sculpture, multidimensional) to create works of art.
- AI.97 The student will ~~define and practice~~ adhere to ethical ~~procedures~~ choices when ~~producing~~ creating works of art and design.
- AI.38 The student will ~~produce works of art that demonstrate the experimental application of the select and apply elements of art and the principles of design to communicate meaning in works of art.~~

~~AI.9~~ The student will combine a variety of perspective techniques, including one-point perspective, to create the illusion of space within works of art.

~~AI.10~~ The student will demonstrate skill in preparing and displaying works of art.

~~AI.10~~ The student will use a variety of drawing media and processes to create observational and expressive works of art.

Cultural Context and Art History and Cultural Context

~~AI.14~~¹¹ The student will ~~identify~~ analyze major art movements and influential artists according to ~~locations~~ events, places, cultures, and historical periods.

~~AI.12~~ The student will describe connections among media, elements of art, principles of design, themes, and concepts found in historical and contemporary art.

~~AI.12~~ The student will identify technological developments in the visual arts.

~~AI.13~~ The student will describe works of art, using appropriate art vocabulary.

~~AI.25~~¹³ The student will ~~classify~~ analyze works of art as representational, abstract, or nonrepresentational, including nonobjective, and/or conceptual.

~~AI.44~~¹⁴ The student will describe and discuss various art-related how the design process is used in various careers (e.g., art historian, art critic, museum educator, curator, art educator).

~~AI.15~~ The student will identify features of a work of art, including media, subject matter, and formal choices, that influence meaning.

~~AI.16~~ The student will describe the role of mass media in influencing preference, perception, and communication.

~~AI.17~~ The student will describe and analyze the function, purpose, and perceived meanings of specific works of art studied.

~~AI.18~~ The student will identify and examine symbols in works of art and discuss possible reasons for their use.

JudgmentAnalysis, Evaluation, and Criticismque

~~AI.49~~¹⁵ The student will ~~employ~~ use art criticism-evaluation skills and ~~use appropriate art vocabulary when to interpret, analyze, and evaluating~~ and interpreting works of art.

~~AI.16~~ The student will evaluate how social, cultural, and historical context contribute to meaning in works of art and design.

~~AI.17~~ The student will analyze how media and visual organization in works of art affect the communication of ideas.

~~AI.18~~ The student will develop constructive approaches to critique (formative, peer-to-peer, self-reflective, summative) that are supportive in intent and that offer alternative points of view.

- ~~AI.20 — The student will critique works of art with reference to the elements of art and the principles of design.~~
- ~~AI.21 — The student will analyze an original work of art by describing, responding, analyzing, interpreting, and judging or evaluating.~~
- ~~AI.23 — The student will use established criteria to participate in critiques.~~
- ~~AI.24 — The student will describe criteria affecting quality in a work of art, including concept, composition, technical skills, realization of perceived intentions, and the work of art as a whole.~~

Aesthetics

- ~~AI.22~~¹⁹ The student will articulate the difference between personal preference and informed judgment when discussing works of art.
- ~~AI.26 — The student will discuss how aesthetics are reflected in everyday life.~~
- ~~AI.27 — The student will discuss ways that aesthetic responses to works of art differ from judgments.~~
- ~~AI.29 — The student will discuss current problems and issues of the art world.~~
- ~~AI.30~~²⁰ The student will study and describe the aesthetic properties qualities found in works of art.
- ~~AI.21 — The student will analyze the functions, purposes, and perceived meanings of works of design.~~
- ~~AI.31 — The student will speculate on the intentions and choices of those who created a work of art.~~
- ~~AI.32 — The student will discuss art from a variety of aesthetic stances, including formalism, expressionism, contextualism, and imitationalism.~~
- ~~AI.33~~²² The student will formulate a definition for ~~the word~~ *art* and defend that definition in relation to objects in the world.
- ~~AI.28~~²³ The student will demonstrate in writing the ability to support use personal criteria ~~for~~ when making visual aesthetic judgments.

Art II: Intermediate

The ~~Art II~~ standards ~~for Art II~~ are designed to help students extend and refine ~~abilities~~ the ability to investigate and respond to the visual arts. ~~The standards emphasize~~ Students examine the importance of content, concepts, and skills involved in the creation of original works of art and design. ~~The standards introduce a chronological approach to visual communication and production, cultural context and art history, judgment and criticism, and aesthetics that enhance student understanding of the ways in which art functions within a multicultural society.~~ Students will continue to maintain a portfolios and select representative work to take to the next level of study.

Visual Communication and Production

- AII.1 The student will expand the use of a ~~sketchbook/journal~~ by adding process art portfolio to include preliminary sketches, finished drawings, completed works, critical writings, and class notes.
- AII.2 ~~The student will demonstrate the ability to evaluate and select works of art for an expanded portfolio.~~
- AII.72 The student will ~~employ the visual problem-solving process in the production of original~~ make critical and reflective choices to create works of art.
- AII.53 The student will demonstrate proficiency and craftsmanship (artisanship) in the use of ~~an expanded range~~ a variety of art media.
- AII.4 The student will use traditional and nontraditional media and concepts as inspiration to create works of art.
- AII.45 The student will use ~~technology~~ contemporary media, tools, and processes to create ~~and manipulate images~~ works of art.
- AII.6 ~~The student will use historical subject matter and symbols as inspiration to produce works of art.~~
- AII.6 The student will express personal beliefs and values in works of art.
- AII.87 The student will ~~adhere to~~ apply and justify ethical procedures, choices when ~~producing~~ creating works of art and design.
- AII.38 The student will ~~demonstrate effective use of the~~ employ elements of art ~~and the~~ , principles of design in, and a variety of ~~art~~ media to express meaning in works of art and design.
- AII.9 The student will use a variety of perspective techniques (e.g., linear, atmospheric, and/or multi-point perspective) to create the illusion of space in works of art.
- AII.10 The student will use drawing media and processes to plan for and create works of art.
- AII.911 The student will select ~~and, prepare two-dimensional and three-dimensional,~~ and submit works of art for ~~display~~ exhibition.

Cultural Context and Art History and Cultural Context

- ~~AII.11~~ The student will identify artists and visual arts resources within the community.
- ~~AII.13~~12 The student will identify historical and contemporary works of art and artistic developments that relate to historical time periods and locations.
- ~~AII.17~~13 The student will examine and discuss societal, political, economic, and cultural factors ~~conditions~~ that influence works of art and design.
- ~~AII.14~~ The student will discuss or write about art history, using an expanded art vocabulary.
- ~~AII.16~~14 The student will describe ~~distinguishing features~~ traditional and nontraditional media and subject matter in works of art ~~that may be used to differentiate among a variety of~~ in relation to historical periods and cultural contexts and contemporary meaning.
- ~~AII.15~~ The student will identify and examine works of art in their historical context and relate them to ~~historical events.~~
- ~~AII.10~~15 The student will identify common characteristics of works of art and design that are presented as a series or sequence.
- ~~AII.12~~16 The student will ~~demonstrate an understanding of an~~ describe various art-related, postsecondary educational and career, using oral or written communication opportunities.
- ~~AII.18~~ The student will identify the function and interpret the meaning of a work of art or an artifact in ~~its original context.~~
- ~~AII.19~~ The student will describe symbols present in works of art in relation to ~~historical meaning.~~

JudgmentAnalysis, Evaluation, and Criticismque

- ~~AII.20~~17 The student will ~~describe, use art criticism skills when~~ analyzing, interpreting, and judge evaluating personal and professional works of art, ~~using an expanded art vocabulary and design.~~
- ~~AII.24~~18 The student will participate in-class art critiques and criticisms ~~processes~~ based on one or more established models (e.g., ~~Feldman, Broudy, Barrett~~).
- ~~AII.24~~19 The student will ~~use an expanded art vocabulary to assess~~ evaluate the effectiveness of the communication of ideas in personal works of art and design.
- ~~AII.20~~ The student will define and practice ethical behaviors when responding to works of art and design.
- ~~AII.21~~ The student will use constructive critical approaches to critique (formative, peer-to-peer, self-reflective, summative).
- ~~AII.22~~ The student will ~~demonstrate orally and in writing, the ability to interpret and compare historical references found in original works of art.~~

~~AII.23 The student will identify and analyze characteristics of works of art that represent a variety of styles.~~

~~AII.25 The student will describe how the perception of quality in works of art has changed over time.~~

Aesthetics

~~AII.26~~22 The student will ~~examine, compare, and contrast aesthetic ideals throughout history~~ describe how the perception of quality in works of art shifts over time.

~~AII.27 The student will discuss how responses to the natural environment differ from responses to a man-made or a constructed environment.~~

~~AII.28~~23 The student will demonstrate the ability to reflect on and analyze personal responses to works of art and ~~artifacts~~ design.

~~AII.29 The student will support opinions by reasoned processes, using an expanded art vocabulary.~~

~~AII.30~~24 The student will describe, ~~refine, and organize~~ personal ideas about the responses to aesthetic qualities of a found in works of art and design.

~~AII.31 The student will research and investigate the intentions of those who created specific works of art.~~

~~AII.32~~25 The student will investigate ~~and demonstrate the fact that~~ how art and design can be viewed from a variety of aesthetic stances/theories.

Art III: Advanced Intermediate

The ~~Art III~~ standards ~~for Art III~~ continue ~~the~~ to emphasize the acquisition of ~~on~~ concepts and development of abilities to organize and analyze visual arts content, concepts, and skills in creating works of art as well as enable students to organize and analyze visual arts content. The Students increasingly focus on art history, critical evaluation, and aesthetics ~~is increased and includes cultural and stylistic issues and~~ as well as creative problem solving. Study at this level affords students the opportunity to develop a personal directions in the production of their works of art or to further their academic study in the visual arts. ~~Selected Students add~~ works of art and other products ~~will be added~~ to their portfolios ~~and carried forward to take to~~ the next level of study.

Visual Communication and Production

- AIII.21 The student will develop an area of concentration through the maintenance of a portfolio that demonstrates the ability to select work containing works of art objectively selected on the basis of technical skill, personal style, direction, and intended purpose ~~by~~.
- ~~1. developing an area of concentration; and~~
 - ~~2. editing and updating the portfolio to take to Art IV.~~
- AIII.42 The student will maintain a sketchbook/journal process art portfolio that demonstrates research, fluency of ideas, flexibility of thought, connections, concepts, media exploration, and processes.
- ~~AIII.3 The student will produce works of art that integrate a consistent knowledge of the elements of art and the principles of design.~~
- AIII.63 The student will ~~develop~~ demonstrate skill, ~~confidence~~ independent thinking, and craftsmanship (artisanship) in the use of media, techniques, and processes to achieve desired intentions in works of art and design.
- ~~AIII.4 The student will use technology to create works of art that integrate electronic and traditional media.~~
- AIII.4 The student will use the artistic process to develop and inform artistic vision/voice.
- AIII.5 The student will ~~develop~~ create a series or sequence of related works of art.
- AIII.86 The student will demonstrate ~~initiative~~, originality, fluency, commitment to tasks, and openness to new ideas in the creation of works of art and design.
- ~~AIII.7 The student will use knowledge of art styles, movements, and cultures as inspiration to produce works of art.~~
- AIII.7 The student will select art-making media and techniques to create personal works of art.
- AIII.98 The student will ~~maintain a high level of integrity in practice~~ ethicals procedures ~~when producing works of~~ in all aspects of art making and designing.

- AIII.109 The student will present and ~~display~~ exhibit works of art as part of the artistic process ~~by~~, including
1. ~~selecting and preparing works of art for display; and writing supporting documentation and reflective statements.~~
 2. ~~preparing for display;~~
 3. ~~presenting the exhibition; and~~
 4. ~~participating in a group assessment of the exhibition.~~

Cultural Context and Art History and Cultural Context

- AIII.10 The student will investigate and describe visual arts resources in the local community and throughout the world.
- AIII.11 The student will research and analyze ~~personally influential~~ artists, art styles, and cultures that ~~have contributed to the student's developing portfolio~~ inspire personal works of art.
- AIII.12 The student will explain how themes throughout the history of art have been influenced by traditions, norms, values, beliefs, and events.
- AIII.13 The student will compare and analyze relationships between art styles ~~or~~ and their related cultures, using an expanded art vocabulary.
- AIII.14 ~~The student will identify the distinguishing features that place a work of art within a particular style, region, or period.~~
- AIII.14 The student will ~~describe the relationship between~~ analyze the ways that form and function ~~as it relates to culture and style of historical and contemporary art and design have changed over time.~~
- AIII.15 ~~The student will analyze and discuss the influences of one culture upon another.~~
- AIII.15 The student will analyze a selected career ~~opportunity~~ in the visual arts, identifying the training, skills, and plan of action necessary for realizing such a professional ~~art~~ goal.
- AIII.17 ~~The student will categorize works of art by styles and cultures.~~

Judgment Analysis, Evaluation, and Criticism

- AIII.16 The student will compare and ~~defend~~ contrast two or more points of view ~~regarding a~~ when interpreting works of art.
- AIII.17 The student will interpret works of art for symbolic and metaphorical meanings.
- AIII.18 ~~The student will use an expanded art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art.~~
- AIII.18 The student will evaluate the effectiveness of the communication of artistic vision/voice in personal works of art.
- AIII.19 ~~The student will write a critique of a work of art, assuming the point of view of one of the following aesthetic stances: formalist, imitationalist, expressionist, or contextualist.~~

~~AIII.24~~19 The student will ~~participate in developing criteria for a class~~ use a critique process (formative, peer-to-peer, self-reflective, summative) to reflect on and inform personal artistic vision/voice.

~~AIII.22~~ The student will analyze the attributes of a work of art in terms of its ability to evoke a viewer response and command sustained attention.

AIII.20 The student will view art exhibitions and write reflections about them.

Aesthetics

~~AIII.23~~ The student will analyze the changes in aesthetic sensibilities that result from the influence of one culture upon another.

AIII.21 The student will describe how the purpose of works of art shifts over time.

~~AIII.29~~22 The student will ~~describe the effects that~~ analyze how the attributes of works of art ~~have on groups, individuals, and cultures~~ and design may evoke viewer response.

~~AIII.24~~23 The student will ~~research~~, compare, and contrast the aesthetics ~~ideals~~ of two or more artists.

AIII.24 The student will research aesthetic stances/theories to inform personal artistic voice/vision.

~~AIII.25~~ The student will ~~demonstrate in writing the ability to identify, analyze, and apply criteria for making visual aesthetic judgments.~~

AIII.25 The student will explain the functions and purposes of personal works of art.

~~AIII.26~~ The student will debate the perceived intentions of those creating works of art.

~~AIII.27~~ The student will study, describe, analyze, and interpret the aesthetic qualities of works of art.

~~AIII.28~~ The student will defend multiple points of view regarding works of art.

Art IV: Advanced

The ~~Art IV standards for Art IV are designed to~~ help students reinforce competence and confidence in skills of analysis, evaluation, and creation of works of art. Content and concepts associated with art criticism and aesthetics are central to the refinement of art production skills, ~~and t.~~ The student-directed approach at this level richly enhances personal expressive abilities. ~~Visual communication and production, cultural context and art history, judgment and criticism, and aesthetics remain the foundation areas of the standards, and a~~ An advanced level of performance ~~in each~~ that reflects critical and independent thinking and innovation is expected. ~~The s~~Students will continue to maintain a process art portfolios, ~~and t~~ The culminating portfolio must give show evidence of quality, concentration, and breadth of work produced throughout the high school art program.

Visual Communication and Production

- AIV.1 The student will maintain a ~~self-directed sketchbook/journal~~ process art portfolio that demonstrates independent research and development directly related to studio work the artistic process.
- AIV.2 The student will demonstrate mastery through a culminating portfolio that exhibits personal direction, quality, concentration, breadth of experience, and technical skill, ~~and developmented~~ over time ~~in the following areas:~~
1. ~~Works of art that exhibit an understanding of human proportion, composition, and spatial relationships;~~
 2. ~~A comprehensive concentration that exhibits in-depth grasp of composition, technical skill, and personal style; and~~
 3. ~~Examples of two dimensional and three dimensional works extensive enough to show a knowledge of space, form, and function throughout the portfolio.~~
- AIV.3 ~~The student will demonstrate an advanced level of knowledge of the elements of art and the principles of design in works of art.~~
- AIV.3 The student will use the artistic process to refine and inform artistic vision/voice.
- AIV.4 ~~The student will select and use appropriate technology and electronic media for personal expressive works of art.~~
- AIV.4 The student will refine a series or sequence of related works based on a personally developed concept or theme.
- AIV.5 The student will demonstrate ~~confidence, sensitivity, and advanced~~ innovative skills and craftsmanship (artisanship) in applying media, techniques, and processes, ~~and craftsmanship to achieve desired intentions in when creating~~ works of art.
- AIV.6 The student will select ~~among a range of~~ subject matter, symbols, ~~meaningful~~ images, and media to communicate ~~personal expression~~ ideas and themes.
- AIV.7 The student will ~~use experimental~~ select art-making media and techniques to reflect a support personal, creative, ~~and original problem solving approach~~ intentions.

- AIV.8 The student will ~~demonstrate~~ assume personal responsibility and demonstrate integrity in making ethical matters and procedures, including adherence to copyright laws, when producing works of decisions as they apply to art making and designing.
- AIV.9 The student will ~~present and display~~ exhibit works of art as part of the artistic process ~~by~~, including
1. ~~selecting and preparing works of art for display;~~ and writing supporting documentation and reflective statements.
 2. ~~preparing for display;~~
 3. ~~publicizing the exhibition;~~
 4. ~~presenting the exhibition; and~~
 5. ~~completing a self-evaluation of the exhibition.~~

Cultural Context and Art History and Cultural Context

- AIV.16~~10~~ The student will ~~identify the influences of selected artists on society~~ describe how art and culture reflect and influence each other.
- AIV.17~~11~~ The student will ~~justify personal choices and the influences from art~~ analyze the impact of historical and/or contemporary art on the development of that are reflected in personal works of art style.
- AIV.44~~12~~ The student will ~~evaluate~~ investigate and describe careers in the visual arts in relation to personal skills, artistic aptitudes, and interests.
- AIV.12 ~~The student will select, research, and analyze artists and works of art related to areas of concentration in art that are of personal interest.~~
- AIV.13 ~~The student will use an extensive, high-level art vocabulary to analyze, evaluate, and interpret works of selected artists.~~
- AIV.14 ~~The student will describe where, when, and by whom specific works of art were created.~~
- AIV.15 ~~The student will compare and analyze perceived relationships between the features in works of selected artists and personal works of art.~~
- AIV.18 ~~The student will discuss how the function and intended meaning of personal work is a reflection of contemporary culture.~~
- AIV.19 ~~The student will develop personal symbols and incorporate them in works of art.~~

JudgmentAnalysis, Evaluation, and Criticismque

- AIV.20 ~~The student will use an extensive, high-level art vocabulary related to design, composition, aesthetic concepts, and art criticism when discussing works of art.~~
- AIV.25~~13~~ The student will ~~critically view the quality and expressive form of~~ interpret works of art as a source of inspiration and insight and as a potential contribution to, including personal works of art, in order to construct meaning.

~~AIV.24~~14 The student will ~~compare and contrast two opposing written~~ analyze contrasting reviews of ~~the same art exhibitions and prepare to discuss a personal point of view based on what he or she has read~~ or works of art.

~~AIV.22~~15 The student will view art exhibitions and write a personal critique ~~criticisms of a current art exhibition about them~~.

~~AIV.23~~ The student will identify, analyze, and apply a variety of criteria for making visual judgments.

~~AIV.24~~ The student will demonstrate the ability to conduct an effective critique.

AIV.16 The student will conduct a criteria-based portfolio review.

Aesthetics

~~AIV.26~~17 The student will explain how personal experiences and values affect aesthetic responses to works of art.

~~AIV.27~~18 The student will ~~discuss in writing the application of criteria for making visual~~ explain aesthetic judgments of positions regarding personal works of art.

~~AIV.28~~ The student will analyze and discuss relationships between works of art in terms of opposing aesthetic views.

~~AIV.29~~ The student will study, analyze, interpret, and relate the aesthetic qualities of the art works of others to personal work.

~~AIV.30~~19 The student will justify personal perceptions of an artist's intent, using visual clues and research.

AIV.20 The student will justify the functions and purposes of personal works of art and design.

~~AIV.31~~ The student will ~~discuss in writing the impact of contemporary art on the development of a~~ personal style.